

Main Criteria: Alaska Content and Performance Standards

Secondary Criteria: Fix It! Grammar

Subject: Language Arts

Grade: 4

Correlation Options: Show Correlated

Alaska Content and Performance Standards

Language Arts

Grade: 4 - Adopted: 2012

**PERFORMANCE AK.RL.4. Reading Standards for Literature
/ CONTENT
STANDARD**

GRADE LEVEL EXPECTATION / STRAND	Range of Reading and Level of Complexity
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GOAL RL.4.10. By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.

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**PERFORMANCE AK.RF.4. Foundational Skills
/ CONTENT
STANDARD**

GRADE LEVEL EXPECTATION / STRAND	Fluency
GOAL	RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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INDICATOR RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**PERFORMANCE AK.W.4. Writing Standards
/ CONTENT
STANDARD**

GRADE LEVEL EXPECTATION / STRAND	Production and Distribution of Writing
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GOAL W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)

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**PERFORMANCE AK.SL.4. Speaking and Listening Standards
/ CONTENT
STANDARD**

GRADE LEVEL EXPECTATION / STRAND		Comprehension and Collaboration
GOAL	W.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR W.4.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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INDICATOR W.4.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

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INDICATOR W.4.1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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INDICATOR W.4.1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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**PERFORMANCE AK.SL.4. Speaking and Listening Standards
/ CONTENT
STANDARD**

**GRADE LEVEL
EXPECTATION
/ STRAND**

Presentation of Knowledge and Ideas

GOAL W.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

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**PERFORMANCE AK.L.4. Language Standards
/ CONTENT
STANDARD**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR L.4.1.a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English.

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INDICATOR L.4.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

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INDICATOR L.4.1.e. Form and use prepositional phrases.

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INDICATOR L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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INDICATOR L.4.1.g. Correctly use frequently confused words (e.g., to, too, two, there, their).

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**PERFORMANCE AK.L.4. Language Standards
/ CONTENT
STANDARD**

GRADE LEVEL EXPECTATION / STRAND		Conventions of Standard English
GOAL	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.4.2.a. Use correct capitalization.

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INDICATOR L.4.2.b. Use commas and quotation marks to mark direct speech and quotations from a text.

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INDICATOR L.4.2.c. Use a comma before a coordinating conjunction in a compound sentence.

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- Week 13

INDICATOR L.4.2.d. Spell grade-appropriate words correctly, consulting references as needed.

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**PERFORMANCE AK.L.4. Language Standards
/ CONTENT
STANDARD**

GRADE LEVEL EXPECTATION / STRAND		Knowledge of Language
GOAL	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR

L.4.3.b. Choose punctuation for effect.

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INDICATOR L.4.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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**PERFORMANCE AK.L.4. Language Standards
/ CONTENT
STANDARD**

GRADE LEVEL EXPECTATION / STRAND		Vocabulary Acquisition and Use
GOAL	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.4.4.a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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INDICATOR L.4.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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**PERFORMANCE AK.L.4. Language Standards
/ CONTENT
STANDARD**

**GRADE LEVEL
EXPECTATION
/ STRAND**

Vocabulary Acquisition and Use

GOAL

L.4.6.

Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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